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ABSTRACT

This assessment of the developmental education program at the City Colleges of Chicago (CCC) was conducted by the CCC's Center for the Improvement of Teaching and Learning (CITL). Part 1 describes the evolution of developmental programs in the CCC, focusing on the success of Loop College's Individual Needs Program in the 1970s, the decision to launch a systemwide developmental program in 1981, and the process used to develop and fine tune the program over the following several semesters. Part 2 presents recommendations developed by the seven coordinators of the remedial/developmental program on the CCC campuses in the areas of assessment and placement practices, curriculum and student programs, faculty selection, tutoring and other academic supports, and program management. Part 3 includes a brief review of the developmental programs on each of the seven campuses, followed by a CITL analysis of program components with recommendations for improvement in the coming academic year. Appendices provide: (1) a follow-up report on the remedial program at Wilbur Wright College, fall 1981 to fall 1983; (2) recommendations for remedial program development for the fall 1982 semester; (3) a CITL memo regarding remedial block programming; (4) CITL guidelines for the developmental education program in 1983; (5) a data collection form for the campuses to use in recording significant program information; and (6) sample promotional materials from Loop College. (HB)

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DEVELOPMENTAL EDUCATION AT THE CITY COLLEGES OF CHICAGO:

A SYSTEMS RESPONSE

by

Don Barshis, Executive Director

The Center for the Improvement of Teaching and Learning

City Colleges of Chicago

JC 870 402

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Developmental Education at the City Colleges of Chicago: A Systems Response

In response to an increasing number of entering students ill-prepared for college-level work, the City Colleges of Chicago began systematically in the Fall of 1981 to provide a comprehensive curriculum and support services program for these students so that they might succeed in CCC's regular academic programs. The developmental program's design included 1) comprehensive assessment/placement for entering students, 2) curriculum levels corresponding to student reading and writing abilities, 3) faculty and staff commitment as reflected in local campus faculty coordination of the program coupled with special faculty assignments for the teaching of the courses, 4) focused student support services, such as tutoring and computer-supported instruction, and 5) ongoing program evaluation and refinement based on analysis of the effectiveness of the program. In the 1983-84 academic year, the City Colleges' Center for the Improvement of Teaching and Learning (CITL) conducted an extensive review of the Developmental Education Program, and this report is a result of that review. The three principal parts of the report consist of a brief narrative on the program development process, a set of recommendations from the faculty program coordinators along with a collection of program data about each of their colleges' efforts, and a CITL analysis of each of the above program components with recommendations for improvement in the coming academic year. In addition, this report includes several addenda, some from CITL indicating program guidelines, others provided by the colleges describing successes or activities of their programs.

PART ONE: THE EVOLUTION OF DEVELOPMENTAL PROGRAMS IN CCC

After the demise of the CCC Basic Program—a noble experiment in systematic remediation and student development--in the days of political and student unrest in the late 1960's and early 1970's, the Colleges each attempted to serve educationally disadvantaged students through what remained of their curriculum and support service options. These options included specially combined classes in English, redefinition of course outcomes in reading classes, and small-scale programs combining courses and counseling to help a small number of students who volunteered for special assistance.

One of these small programs, Loop College's Individual Needs (IN) Program, achieved significant success during the early and mid-1970's for 60 to 75 volunteer students each term. Persistence and reenrollment rates exceeded those of students with similar academic deficiencies who did not volunteer for the program. Loop included the IN Program concept in a 1978 proposal for Title III federal monies under the Basic Institutional Development Grant program. Upon receipt of the grant, the college expanded the program to serve all students testing into the college with inadequate reading and writing skills. The Program, though still voluntary, managed to enroll 90% of eligible full-time students; began a comprehensive approach to course blocking, faculty selection, and tutoring and counseling help; and attained student retention and reenrollment rates of 90+% each semester of its operation. Similar successes were experienced at Malcolm X College in its Lighthouse Program, though on a smaller scale. As the results of these programs reached other campuses and the Central Administration of CCC, the Vice Chancellor for Faculty and Instruction and IN Program staff began to visit the other campuses of CCC to orient the faculty and

administration to the IN concept. Olive-Harvey and Kennedy-King Colleges soon joined Loop and Malcolm X in offering IN-like programs.

Additional data on student achievement collected by IN staff showed lower levels of success achieved by students who read below the 7th grade level, even with all the supports of the Program. Central Office academic staff and the administrative and academic leadership of the Colleges began discussing and designing of a two level program in developmental education, the first for students reading below the 7th grade level and the second for those between the 7th and 10th grades. Data was collected on the numbers of such students from placement test reports furnished by the Colleges, and in the Fall 1981 term CCC was ready to launch its first system-wide developmental program.

Faculty Coordinators were appointed at all campuses (except Wright where the Dean of Instruction assumed the coordination responsibilities), and a portion of each College's Disadvantaged Student Grant allocation was earmarked to provide special support services for the new lower-level program. CITL provided more than 20 faculty with curriculum development grants to prepare quality syllabi and course materials for a number of the new or resurrected courses that would be offered at the first level. These included new curricula for Reading 99, English 98, Child Development 100, Social Science 88, Biology 100, and Humanities 100 (though this course has not yet been offered). Simultaneously, department chairpersons met by discipline over a three semester period to review and revise course prerequisites for inclusion in CCC's new SPAS on-line computer registration system. Placement testing for all entering new students was required in reading and writing, with recommended testing in math. Special resources were made available to college counseling departments to conduct summer

orientation programs.

While most of the emphasis in the initial phases of the developmental program was on creating an integral lower-level component for the below 7th grade readers, the Colleges were encouraged by the Vice Chancellor for Faculty and Instruction and his staff to integrate that new aspect of the program with existing practices at the second (7th to 10th grade) level. The Colleges' academic leaders in both the faculty and administration were urged to develop a program in which the curricula and services allowed students a smooth transition from level one to level two and/or from level two into the regular college program. To this end, each Faculty Program Coordinator was asked to furnish CITL with data on the achievement and reenrollment rates of students in the lower-level block at the end of each semester. This data was reviewed by Central Office staff and discussed individually and collectively with campus academic leaders.

The first semester the program was in full operation--Fall 1981--found students earning credit (A through D grades) at rates averaging 75% and making 2+ grade gains on pre-/post-tests of the Nelson-Denny Reading Test. Wright College's Coordinator, the Dean of Instruction, began what was to become a four semester study (see Appendix A) of the Fall 1981 students in Wright's lower-level program and has found them consistently performing at higher levels than similar students in the control group who did not enroll in the program. More students from the original group enrolled for their 5th semester; they carried a heavier course load; and they had a higher GPA than did their counterparts in the control group. A less-formal but similar study done at both Truman and Loop showed equivalent results over a three semester period.

In the second semester of the Program--Spring 1982--a drop in both the number and quality of students entering the lower level was noted, and several of the Colleges experienced a deterioration of services and results at the end of the term. Earned credit rates averaged 60% and reading grade gains ranged from 1.2 grade levels to 2.6 on pre-/post-tests. The Vice Chancellor for Faculty and Instruction and his staff visited each of Colleges and met with key academic leaders to discuss the progress and problems of the program. CITL staff issued a set of guidelines for program development for the Fall 82 semester (see Appendix B) to assist the campuses in their efforts.

Over the next three semesters, fine-tuning efforts and program expansion characterized the evolution of the developmental program at CCC. More guidelines (see Appendices C and D) were disseminated; and problems about students below 4th grade reading abilities, non-high school completers, English as a Second Language students, and students near the cut-off point of the next higher level were discussed by College and Central Administration staff. The Vice Chancellor also obtained full approval from the Illinois Community College Board for appropriate funding levels for the courses in CCC's remedial/developmental program. CITL undertook direct responsibility for evaluation of the services funded by the Disadvantaged Student Grant at the Colleges and communicated their significant findings and recommendations to the Colleges. The Fall 1983 Program Evaluation was the final step in the refining effort, and those observations and recommendations constitute the next two sections of this report.

PART TWO: PROGRAM COORDINATORS' RECOMMENDATIONS AND DATA (FALL 1983)

The seven Coordinators of the Remedial/Developmental Program (six faculty and one administrator) each completed a comprehensive Data Collection Form for the Fall 1983 Developmental Education Program (see Appendix E) at their colleges. They then met with CITL staff on February 14 and 23, 1984, to discuss their program results and to issue recommendations to the administration on practices that should be incorporated into the design of the developmental program for Fall 1984. The following is the list of those recommendations:

1. Assessment and Placement Practices: All entering students carrying six hours or more (or any student wishing to enter a course for which there is a placement test requirement) must be tested in reading (and the area for which a placement test is required). All students testing in reading should be tested as well in writing through the administration of a writing sample during regular testing periods (or at a minimum during the first week of classes when revisions can be made). If objective writing tests are used, they should be supplemented during the first week of classes by a writing sample. All colleges must make a better effort at testing new entering students in both evening and late registrations. All placement test scores must be entered onto the students' SPAS records. Math placement testing should be done for all students wishing to take a program for which math is required. All colleges should use a nationally-normed reading test such as the California Reading Test and should verify placement results at the lower levels of testing with a nationally-normed, non-timed reading test such as the Gates-MacGinitie. Reading placement levels are as follows: Experimental Level 0 (FOR HIGH SCHOOL COMPLETERS ONLY)--Reading Grade Level of 0 to 3.9; Level One--Reading Grade Level of 4.0 to 6.9; Level

Two--Reading Grade Level of 7.0 to 9.9. Grade level equivalents in writing and math are probably not feasible to construct; therefore, it is necessary for English and Math Departments to develop clearly stated entrance level competencies for their college-level entry courses (English 101, Math 110) and work backwards to develop exit competencies for each prior course in their developmental sequence. Those exit competencies should correspond to the MINIMUM ENTRANCE COMPETENCIES IN THE NEXT HIGHER LEVEL COURSE. ANY COURSE'S SET OF ENTRANCE COMPETENCIES SHOULD ALSO EQUATE WITH BOTH THE PASSING ENTRY STANDARD ON THE PLACEMENT TEST AND A GRADE OF C OR BETTER IN THE PRIOR LEVEL COURSE (if that is part of a course's entry prerequisite). Finally, even though placement into development courses or programs is essentially voluntary, the college should restrict the entry options of a student to curricula s/he has a chance to succeed in. Course prerequisite integrity must be maintained, and colleges should try to conduct developmental student registration in a separate area such as is done effectively in the Loop, Olive-Harvey, and Wright programs. It may also be necessary for some or all of the colleges to orient their faculty thoroughly to the proper placement procedures for developmental students.

2. Curriculum and Student Programs: The heart of the developmental education program is the reading and writing course at each of the program levels. At Experimental Level 0, the courses (which still need review and evaluation) are Reading 001 and Writing (English) 001. Only Malcolm X College has used these course for native speakers to date, so any review effort ought to be centered there. No recommendation is made on completer courses. Level one core courses are Reading 99 and English 98; level two core courses are Reading 125 and English 100. The program coordinator and administration should determine through discussion with the College's

department chairpersons which are the College's most likely completer courses for both level one and level two. The characteristics of non-intensive reading/writing requirements and relevance to students' interests or aspirations help define an appropriate completer course. Particularly successful courses such as Math 89 or 100, Social Science 88 or 105, Child Development 100, Business 100, and the like may be grouped into a total program for a percentage of the College's developmental students, but care should be taken to ensure that students both test into and want all courses in a grouping. And the College should avoid offering too many of these groupings because prior experience shows they tend to break up too easily when placement results vary. If, for example, the reading and writing skills of the developmental student are at different levels (the most likely possibility being a Reading 125 level reader with English 98 level writing ability), then the program for that student should be assembled from the two levels involved, with completer courses reflecting the reading and writing skills of the student. That is why it's important for each college to develop a clearly defined set of completer courses for each developmental level in its program. In all cases, students taking the two core courses at either level are strongly recommended to carry no more than 12-13 hours while they're in the developmental program.

3. Faculty Selection: Local administration should use its right of special assignment to ensure the best faculty, regardless of seniority, are assigned to Level One (and Experimental Level 0) courses. All efforts should be made as well to get the best faculty into Level Two classes, especially those classes grouped into special comprehensive programs such as IN. The colleges should hold or support workshops and orientations for

new people or faculty first teaching in the developmental education program. Similar in-service help and faculty involvement should govern the college's commitment of PLATO and DSG resources to help developmental students.

4. Academic Supports: Every developmental student should have the benefit of some kind of study skills training, though the best approach for accomplishing this should be left up to the individual campuses. Counseling courses should be available to Level One students, and every effort should be made to provide quality counseling assistance throughout the developmental sequences since these students are the ones most in need of such assistance. Intensive tutoring help should be available for Level One students with most colleges favoring an in-class presence of tutors at this level. Level Two students should also have open tutoring resources at sufficiently funded levels to ensure constant availability. PLATO computer help should be integrated into students' programs at both levels, and CITL should place the highest priority on developing PLATO lessons for the program and easing the procedure for familiarizing faculty with what is available in PLATO lessons. Finally, student advisement at both levels should be handled only by informed, responsible faculty and support staff.

5. Program Management: The faculty should play a major role in the day-to-day management of the developmental program, and a faculty remedial/developmental program coordinator should be appointed at each college that wants one. CITL should take an active position in providing direction, assistance, in-service help, and evaluation assistance in next year's program. Of special importance are the services CITL staff can provide in making data available for longitudinal studies on program effectiveness and advocacy centrally for appropriate levels of commitment

and program support.

Appendix F provides a detailed charting of each coordinator's response to the data collection form questions. The form responses do not provide an absolutely accurate picture of the size or scope of the programs and courses, but they do indicate significant achievement--Earned Credit Rates for Level 1 courses ranging from 57 to 91%; for Level 2 courses from 51 to 78%. The following table provides some sense of the program size at the different colleges; after each college's name is the duplicated headcount of course enrollments in remedial/developmental courses as taken from the Fall 1983 Day 10 class lists. An estimate of the approximate numbers of students (unduplicated headcount) can be made by remembering that this list represents both full and part-time students and that not all students are taking all four courses at the developmental level (suggesting, perhaps, that we divide each total by a hypothetical 2.0 to get the approximate number of developmental students at each college, those taking one or more developmental courses):

College	Remedial/Developmental Course Enrollments
1. Daley College	627 (approximately 300 students)
2. Kennedy-King College	2,654 (approximately 1,400 students)
3. Loop College	2,655 (approximately 1,400 students)
4. Malcolm X College	1,972 (approximately 1,000 students)
5. Olive-Harvey College	1,609 (approximately 850 students)
6. Truman College	3,874 (approximately 1,900 students)
7. Wright College	1,115 (approximately 600 students)

PART THREE: CITL ANALYSIS AND RECOMMENDATIONS

The final part of this report includes a brief review of each College's program through Fall 1983 and a set of recommendations on each of the principal Program areas beyond those made by the Faculty Program Coordinators in the last section. These recommendations are based on an analysis of Program data, research in the national literature on successful developmental education programs, and personal observations of the Colleges' programs at the campuses by CITL staff.

CITL COLLEGE ANALYSIS

Daley College (Coordinator: Corinne McArdle, English Department)

The Daley College developmental education effort involves the smallest number of students in the system because of the relatively high placement test scores of entering Daley students. Still, the College has put in place a comprehensive program for the lower level students and needs merely to fine-tune that effort and expand the programmatic elements of the higher level to have a model program. The strength of the Daley program is in the orientation, counseling, assessment, and tutoring services provided. The Counseling Department plays a major role in assisting the students to make the transition to college a successful experience. The Coordinator has done a good job in program design at the lower level, and the small cadre of instructors she has formed to work in the program have achieved excellent results, including a 91% Earned Credit Rate in English 98 and an 80% Successful Completion Rate (A through C grades) for Reading 99. Overall, 27 out of the 40 students in the lower level achieved at least a 2.0 GPA, and the cumulative program average of 1.97 for all the students is the highest in the system. Daley faculty have also made good use of the AVT

audio-tutorial equipment and materials recently provided for the College, and PLATO usage among developmental students is high.

The major areas for program improvement lie in the examination and justification of placement cut-off scores and in the expansion of the program effort to the upper level students. In the former case, the data from the Fall 1983 report show that the College set the lower program entry cut-off score on the reading test at 6th grade, thus denying program entry to 62 students who tested below the 6th grade level. Similarly, the College has chosen to set its own criteria for admitting students to the Reading 125 and English 100 courses, reserving joint enrollment to students at the lower end of the 7th to 10th grade span used by the other Colleges for placing students in both courses. If the English Department believes this to be a sound policy for its students, the department faculty should conduct a study to determine the soundness of their approach, perhaps utilizing the design talents of the new Research Director to set up a study. Without clearly established defining criteria for an upper level program, the College's effort is limited to the offering of several courses which may be taken with other courses in the regular college program.

Kennedy-King College (Coordinator: Dr. Gloria Gibbs, English Department)

Having the largest developmental program for native-speaking students, Kennedy-King College has made significant improvement in the last few years to extend comprehensive program features to both levels of students. The College makes extensive use of block programming at both levels, provides sound academic supports through tutoring and PLATO, and encourages faculty participation through frequent meetings among program faculty to discuss appropriate issues and student progress. The College has also provided

several in-service sessions for program faculty.

While improvements have been made as well in the assessment and registration process, staff need to address the problem of how to extend proper placement procedures throughout the registration periods, especially in evening and late sessions. The occasional breakdown in the placement process evidenced itself in the more than 160 course enrollments in inappropriate program completion courses for students concurrently enrolled in Reading 99/English 98. Predictably, these students fared poorly in these courses--Earned Credit Rates of 50%; Successful Completion Rates of 32%--as compared with those students who completed their programs with appropriate level courses matching the 98/99 level writing and reading skills of the students--74% ECR and 64% SCR. The College's plan to create a separate registration area for its developmental students, complete with SPAS input capability and adequate staffing, should go far to alleviate this problem. The already high quality tutoring effort should become even better as some additional funds have been allocated to the College for those services. The possibility for additional staff help should allow the College to improve its internal capability to study its program's effectiveness and set up sound management objectives and data collection.

Loop College (Coordinators: Robert Thiersch and Terry Belshaw, English Department)

Loop College's long-term commitment to developmental education programs at both levels has produced a comprehensive set of courses and services for both native-speakers and a large English as a Second Language population. Both the Academic Skills (lower level) and IN (upper level) programs enjoy credibility and support among the faculty and administra-

tion, and the College's achievement rates for its large-scale program are second only to those in Daley's much smaller program--77% ECR's and 60% SCR's at both levels and a lower level program cumulative GPA of 1.89. Part of this success is due to careful control of the assessment/registration process for all new developmental students in a separate registration area of the college. The support services component is one of the strongest features of the Loop program with excellent and intensive tutoring as well as active use of the newest PLATO center in CCC. The program has also produced good promotional material for students who enter the program (see Appendix G).

The major development area of the program stems from its area of strength--student support services. The expenditure of resources to provide in-class presence of tutors at both levels of the native-speaker part of the program has created a shortage of funds to hire tutors for students taking one or two developmental courses or for the majority of the students in the ESL program. The additional resource of an AVT lab with its materials has been underutilized by the faculty. Also, Loop's Math Department is underrepresented with courses in a program of Loop's size; where Truman College offers 25 sections of remedial math, Loop offers 6.

Malcolm X College (Coordinator: Dr. Jack O'Keefe, English Department)

Along with Loop, Malcolm X College has long been involved in comprehensive developmental education programs for both levels of students. While the Malcolm X program exhibits the features of sound design, some excellent teaching and support services, and reasonably strong institutional support from faculty and administration, some fine-tuning of these efforts is needed to allow the program to reach its full potential. The

assessment program is comprehensive, with testing in reading, writing, and math being required of all new students. The problem of students circumventing the placement recommendations or failing to enroll in the College in the semester when they were tested needs attention, and the College's plan to create a separate registration area with SPAS input and adequate staffing will help solve this problem. PLATO use is excellent among developmental program faculty and students, and a recent study showed that developmental students who finished 10 or more lessons on PLATO in a particular discipline area received a C or better grade in that course nearly 80% of the time.

An excellent paraprofessional resource person helps to advise Malcolm X developmental students and partially fills the gap caused by inadequate counseling department assistance in both the orientation/registration process and in the ongoing support service component of the program. While excellent tutoring personnel also assist in the program, their services are chronically underfunded and student needs go unmet. Perhaps the disproportionately high percentage of time they spend on administrative tasks--38% of their service time--might be reviewed to see if a more efficient use can be made of this resource.

Olive-Harvey College (Coordinator: Florence Becker, English Department)

The Olive-Harvey College developmental education effort is characterized by efficient assessment and registration, strong support from faculty and administration, and excellent use of support resources such as PLATO and AVT. This is due in large part to the leadership of the coordinator and the College's willingness to address various process problems in the program's development. The assessment and registration

effort is, like Loop's, conducted in a separate area from regular registration and produces a complete registration experience from testing to program completion. The College's move to this approach solved chronic problems of misprogrammed students, though some work could still be done to prevent student programs from including inappropriate completer courses such as the 68 enrollments that completed the programs of concurrently enrolled 98/99 students, courses that yielded a 51% ECR and 31% SCR as compared with the 74% ECR and 64% SCR in appropriate level classes.

The program report from Olive-Harvey showed another discrepancy with system-wide practice: the cut-off scores for placement into Reading 125 extended to the 11.8 grade level, not the 10.0 of the other Colleges. If the College or the English Department wishes to justify this practice, it should conduct a study showing why such placement is desirable, realizing full well that even the Illinois Community College Board uses a 10th grade reading level as the dividing line between remedial and college-level courses. More data on the workings of the tutoring program need to be developed before a final judgment can be made about its effectiveness.

Truman College (Coordinator: Ray Cosgrove--Fall 1983; Marjorie Carey--present, English Department)

Truman College runs the largest remedial/developmental program of all the Colleges because of its large English as a Second Language population. The actual number of students in the native speaker component of the program is much smaller, and the College has put its emphasis in creating a comprehensive program at the lower level only, a concern that should be addressed in subsequent planning by the College. Placement and registration advising is conducted in a separate area for the lower level students. Some

improvement is needed in assembling student programs to avoid using classes that are too difficult for students reading below the 7th grade level. In Fall 1983 69 course enrollments in inappropriate level classes were used to complete student programs, and the students achieved at a level--52% ECR and 43% SCR--below that of those enrolled in appropriate completer courses--74% ECR and 64% SCR.

Support services for Truman developmental students include an excellent tutoring center that serves the general population, some focused tutoring for lower level students, and efficient PLATO and AVT labs. More might be done to engage the resources of the tutoring center for the most needy students, but the operation runs smoothly and does serve a large population across the College. Faculty support for the program and its expansion needs to be built up. Because of the heterogeneous nature of the Truman student population, it is difficult for campus academic leadership to systematize curricula and services in such a way that students can be uniformly served. With its excellent staff and campus resources, we are confident that the College will soon devise its own approach to serve its developmental level students even more effectively.

Wright College (Coordinator: Nancy DeSombre, Dean of Instruction)

The Wright College commitment to systematic developmental education at both levels has produced one of the best designed and best run programs in CCC. The College provides excellent assessment and orientation to the program, and Wright is the only college to devise an efficient procedure for administering a writing sample as part of placement testing. After comprehensive testing, each developmental level student is counseled into the appropriate pre-prepared program of classes, thus eliminating the

problem of inappropriate completer classes at the lower level. Fall 1983 data show some questionable completer class choices at the higher level of the program, especially Biology 101 (25% ECR out of 12 grades) and Social Science 101 (33% ECR out of 9 grades).

In addition to quality assessment and orientation, the College provides good support services through multi-disciplinary tutoring and strong integration of PLATO work into the course plan. Lower level students are expected to put in a minimum of 12 hours on PLATO. The administration also encourages PLATO lesson development among new faculty as part of their required research project at the College. Wright is also the only College to use post-testing as part of the exit criteria of the lower level reading class and has developed a set of common objectives for the program. More involvement from the Math Department in the program seems necessary: according to the Fall 1983 placement test figures, 867 students tested at the developmental level in math, yet only 2 sections of developmental math were offered.

* * *

CITL RECOMMENDATIONS

Assessment/Placement

1. The Coordinators' Recommendations in this area are sound. The Colleges should, however, set a definite timetable for instituting a writing sample as a required part of the placement testing process.

2. The present attitude on the part of academic leadership at a number of the Colleges is that placement testing should be done quickly in order to keep students from spending too much time in registration. Most districts

nationally that do exemplary assessment have a different mind-set: namely, that assessment is the most important part of the registration process and that it should be done thoroughly and well. Registration time can be shortened by streamlining bureaucratic aspects of the process, not the assessment program.

3. The Colleges should work to close the loopholes in the system of student programming. These include indiscriminate use of the various SPAS over-rides, inappropriate staffing at the final "program check" station before data is put into the SPAS terminals, college-level courses without clearly defined reading and writing prerequisites, and inadequate controls over student revisions.

Curriculum Propriety

1. The major problem the developmental program courses face is inadequacy of purpose. Simply stated, a developmental course exists to do something quite specific in moving a student closer to college-level proficiency in a discipline area. If the specifics cannot be articulated so that both faculty and students know what they are, then the course either is not needed or it must be reworked to spell out its purpose. CCC developmental courses must have this clarity of purpose, and it is the job of the academic leadership--administrative and faculty--to devise the best way to achieve this. Specifying entry and exit criteria and enforcing them is a complex but necessary process in reaching this clarity of purpose.

2. The Colleges must set up validation studies of courses in their developmental programs. There are a number of issues to be investigated: how does the content of a skills course match up with the placement test that is used to put a student in that course; what completer courses work

and which ones don't work for students at different skills levels; what is the validity of using cut-off scores for placement and how valid are the ones used? These and other issues can be resolved to the satisfaction of the faculty and staff at the Colleges only by College-sponsored research conducted at the College itself. New research staff at each campus can assist in these efforts.

Faculty Selection and Involvement

1. The Coordinators' Recommendations are sound here as well. The role of the Faculty Coordinator can be invaluable to the development of the program, especially if the person occupying the position has credibility at his or her campus with the faculty. The principal responsibilities of the Coordinator should be a) promotion of the program to students through orientation and registration, b) coordination of registration for developmental students, including arranging the staff to actually register the students, c) preparation of the course packaging for both levels of the program, including obtaining commitments from department chairs and faculty, d) ensuring adequate support staff are available for the program, e) conducting or arranging cross-disciplinary meetings for program faculty during the semester, and f) collecting data on program effectiveness.

2. If the two levels of the program at any given College are large enough, consideration should be given by the administration to have separate coordinators for each level.

3. The College administration should encourage departmental involvement in the developmental program through curriculum development and review, standards review, reading and writing level review, and team-teaching. Recognition for exemplary achievement in the developmental program should

be provided. All departments should have some place in at least one of the levels of the program.

Focused Student Support Services

1. Intensive tutoring and counseling assistance should be provided for students in the lower level of the program. Additional tutoring and career planning should be available for upper level students and throughout the ESL programs at those Colleges offering them. In-class use of tutors is a rewarding but expensive use of their time. Both Program Coordinators and the local DSG administrator should carefully calculate how tutoring resources might best be expended to serve the entire eligible population of the College.

2. PLATO and AVT are two cost-effective resources for providing additional student support. Model PLATO use can be found at Wright, Truman, Malcolm X, and Olive-Harvey. Olive-Harvey's AVT lab should also serve as a model for Colleges wishing the additional assistance of a nationally-tested, highly structured support resource. Colleges not wishing to use their AVT resources should be willing to return them to the CCC resource bank for potential use by other Colleges.

3. Counseling Departments have to play a major role in focusing services on the developmental students, especially orientation, academic counseling (study habits, time management, etc.), and career counseling. These functions must be present in a developmental program to attack the motivation problem that has always plagued the students in compensatory programs that have emphasized remediation of deficiencies rather than total human development.

Evaluation

1. Central Administration research staff should assist the Colleges in designing a data collection format to enable the local campus to assess the effectiveness of its developmental program.

2. The Program Coordinator and the local DSG administrator should coordinate their efforts in planning in order to design a program with consistent goals and objectives. The Central Administration's Office of Academic Systems (CITL) can provide assistance in this program design.

3. An overall improvement of retention (ECR) rate by 10% should be built into the Fall 1984 program design at each College.

APPENDIX A

Nancy C. DeSombre
Dean of Instruction

REMEDIAL PROGRAM
WILBUR WRIGHT COLLEGE

Follow Up Report
Fall 1981 to Fall 1983

SUMMARY

The Wright College Remedial Program has been successful in providing remediation for high risk students and in helping them to achieve the skills that they will need to survive and to be successful in college work. After four full semesters, students from the original block of 50 students enrolled in a remedial program in Fall 1981 have succeeded in college to a greater extent than the students with similar skills levels who were enrolled in the two control groups at that time.

1. After four full semesters of work, 34% of the original remedial group re-enrolled for a 5th semester compared to 23% of the control group (35% of the general Wright population re-enrolled for 4 semesters).

2. The remedial program students continue to carry a heavier course load -- 24% of the original group enrolled full time for this 5th semester compared to 11% of the control group.

3. In carrying this heavier course load, 23% of the remedial group earned G.P.A. of 2.0 or higher compared to 19% of the control group who are now primarily part time.

4. Students who began the remedial program in a Fall, succeeded at a significantly higher rate than the students who began in a Spring semester.

The Disadvantaged Student Grant enabled Wright College to provide excellent support services for these students in the remedial program to aid them in their development task. The same services were available in the Reading laboratory and at the PLATO terminals for students in the control groups, but there was no general structure to force these other students to take advantage of these opportunities. Students who enter college with severe skill deficiencies seem to need the structure to provide the motivation and to help build basic study skills that they lack. By the third semester, the students were very much on their own in the college. The tradition of using the support services stayed with these students, however, and they now seem to know when they must seek the assistance they require. Highly motivated and highly skilled students have always known how to ask for help; these low skilled students have had to learn that important lesson. By the fifth semester these students are registered in standard college programs and are proceeding toward their career goals.

Follow-up of the Initial Fall 1981 Students

During the Fall Semester 1981, Wright instituted an experimental program to help students who typically do not succeed in college work. Under the direction of the Dean of Instruction, these students who read below the seventh grade level were enrolled in a program that provided testing, counseling, tutoring and special courses to help them improve their academic skills in the most efficient way possible. Registration in this program in Fall 1981 was limited to 50 students randomly selected from those who qualified. A second group of 50 randomly selected students enrolling with these same low scores formed the first control group. This group was required to take Reading 125 and English 103, the special assistance classes. A second control group of 50 students with the same low scores was permitted to choose classes after being told they needed special help in reading and in English.

These three groups have been followed for four full semesters and they are now beginning their fifth semester at Wright College. The table below summarizes the results achieved by these three groups of students. The percentage given indicates a comparison with the original 50 students in each group. Retention is defined as students still in attendance at the end of the semester. Full time load is defined as 12 semester hours or more.

STUDENTS ENTERING FALL 1981
REMEDIAL PROGRAM - CONTROL GROUPS

NUMBER OF STUDENTS	CORE REMEDIAL BLOCK CLASSES		CONTROL GROUP NO. 1 READING 125/ ENGLISH 103 Required		CONTROL GROUP NO. 2 FREE CHOICE - NO REQUIRED CLASSES	
Enrolled Fall 1981	50	% of Original No.	50	% of Original No.	50	% of Original No.
Enrolled Full Time Load	50	100%	44	88%	35	70%
Retained to End of Semester	48	96%	37	78%	34	68%
Earned Credit in All Classes	39	78%	18	36%	14	28%
G.P.A. of 2.00 and Above	36	72%	23	46%	16	32%
Re-Enrolled for Spring 1982	41	82%	33	67%	32	65%
Enrolled in Full Time Load	38	76%	29	58%	30	60%
Retained to End of Semester	38	76%	29	58%	30	60%
G.P.A. of 2.00 and Above	22	44%	10	20%	16	32%

NUMBER OF STUDENTS	CORE REMEDIAL BLOCK CLASSES		CONTROL GROUP NO. 1 READING 125/ ENGLISH 103 REQUIRED		CONTROL GROUP NO. 2 FREE CHOICE - NO REQUIRED CLASSES	
Earned Credit in All Classes	11	22%	5	10%	10	20%
Re-enrolled for Fall 1982	29	58%	20	40%	22	44%
Enrolled in Full Time Load	11	22%	10	20%	10	20%
Retained to End of Semester	22	44%	18	36%	16	32%
G.P.A. of 2.00 and Above	10	20%	7	14%	11	22%
Earned Credit in All Classes	14	28%	12	24%	9	18%
Re-Enrolled for Spring '83 (4th Semester)	22	44%	12	28%	16	32%
Enrolled in Full Time Load	18	36%	7	14%	11	22%
Retained to End of Semester	19	36%	9	18%	13	26%
G.P.A. of 2.00 and Above	11	22%	7	14%	12	24%
Earned Credit in All Classes	7	14%	3	6%	8	16%
Re-Enrolled for Fall '83 (5th Semester	17	34%	12	24%	11	22%
Enrolled in Full Time Load	12	24%	6	12%	5	10%

REMEDIAL PROGRAM - FOUR SEMESTERS

After the first semester, the control operation was eliminated (although the progress of all of the original control students is still monitored), and all students fulfilling the requirements were placed in the program. The number of initial students has fluctuated from semester to semester with a definite diminuitive in the current semester. Since its beginning the program has been very successful with these high risk students. The achievement of each group is summarized in the following table:

REMEDIAL STUDENTS BEGINNING

	FALL 1981		SPR. 1982		FALL 1982		SPR. 1983	
	No.	%	No.	%	No.	%	No.	%
Enrolled	50	100%	50	100%	92	100%	43	100%
Retained	48	96%	42	84%	80	86%	37	86%
Credit in All Courses	39	78%	29	58%	48	63%	27	63%
G.P.A. 2.0+	36	72%	24	48%	56	60%	26	60%
Re-enrolled for 2nd Semester	41	82%	31	62%	77	84%	24	56%
Retained	38	76%	29	58%	68	74%		
Credit in All Courses	11	22%	15	30%	22	24%		
G.P.A. 2.0+	22	44%	11	22%	47	51%		
Re-enrolled in 3rd Semester	29	58%	24	48%	54	59%		
Retained	22	44%	20	40%				
Credit in All Courses	14	28%	6	12%				
G.P.A. 2.0+	10	20%	9	18%				
Re-enrolled in 4th Semester	22	44%	16	32%				
Retained	19	38%						
Credit in All Courses	7	14%						
G.P.A. 2.0+	11	22%						
Re-enrolled in 5th Semester	17	34%						

REMEDIAL PROGRAM DETAILS

The Dean of Instruction at Wright College coordinates all aspects of the Remedial Program from the comprehensive testing and placement procedures through scheduling the courses and selecting the faculty.

Testing and Placement Procedures

All entering full time students are required to attend several orientation, testing and advisement sessions. The students take placement tests in all academic areas -- Reading (Vocabulary and Comprehension), English (Composition and Grammatical usage), and Mathematics -- and professionals from our faculty evaluate the results.

The Reading test administered is the California Achievement test, and all students who score 6.9 (Total grade equivalent) or below are asked to attend another testing session where the Gates - MacGinitie test is given to verify the initial scores. This second test is given completely without time limits in an attempt to eliminate pressure. Students who score 6.9 or below on this second test as well are considered candidates for our Remedial program.

Before a student is placed in the program, however, several additional steps are taken. First, the student must exhibit poor writing as well as poor reading. The English essay is reread to pinpoint composition problems and to help validate the reading scores. Finally high school records are checked to determine if the student is EMH or LD. A letter is sent to the student and family inviting them to a conference with a member of the Faculty and Instruction team. At this conference the student test scores are discussed and the special remedial program explained. The student is invited to participate voluntarily in the program. To date no student has refused to participate. Most of them express thankfulness that they will receive the assistance they need to develop their skills to the college level. A few students have expressed reservations about going to college when they realize that their skills are so very low.

During the conference the student selects courses to complete the Remedial program of English and Reading. Then the student joins all the freshmen during the special registration established for freshmen at Wright.

Program Coordination

The Dean meets with department chairpersons to set up the special course sections and to develop special assistance that will be needed to make the program a success. All aspects from course syllabi to faculty to tutoring services as well as PLATO time are coordinated to help the faculty member in the classroom.

Faculty and Tutors

The faculty members are carefully chosen for their commitment to the program and for their enthusiasm. Special assignments are made to insure that teachers will retain their classes after spending their time developing the instructional material. The manager of the testing and tutorial laboratory provides tutors for each of the remedial sections. These tutors attend class with the students, help the students during class, and provide assistance outside of class in the laboratory. Students do not have to seek the tutors, the tutors initiate the initial tutoring sessions. The students who need the most assistance seem most reluctant to request it. Consequently, Wright promotes early action by the tutors.

PLATO

The PLATO terminals at Wright are coded to provide highest priority use to students in the remedial program. The reading instructor requires that students spend at least 6 hours on PLATO before midterm. Past results have indicated a direct correlation between hours on PLATO and reading grade level improvement. This computer aided instruction tool does help improve student reading vocabulary immensely.

Counseling

A designated special counselor meets once each week with the students in the program to aid them in learning more about themselves and in making their plans for the future. The counselor acts as a troubleshooter, as well as confidante for the students and provides testing and career counseling as needed. In addition to the regular counseling program, Wright also provides study skills sections to help students learn how to study.

REMEDIAL PROGRAM COURSES

The Remedial program consists of English 98, Reading 99, Speech 100, Biology 100, Mathematics 089 and Social Sciences 088. Each student in the program registers for a course in English 98 and a course in Reading 99. Two additional courses are added to the program based on the student's individual choice. Students are encouraged to carry a full load of 12 hours, but we try to present some element of choice. Students are also permitted to elect Physical Education or Music classes if they prefer.

During individual advising sessions with the Dean, prospective students for the remedial program are informed of their test scores and of the opportunity to enroll in this special remedial program to bring their skills up to college level.

Second Semester

The second semester for the program consists of English 100 and Reading 125 plus additional courses with minimum reading requirements (for example, Mathematics, Physical Education, Music, Art). Once again students are encouraged to attend full time and to consider their studies their primary responsibility. Tutors attend the English and Reading classes and provide assistance in other classes as well. As before, the tutors initiate the tutoring sessions.

Students' Progress

Once the students have successfully finished their second semester, their association with the remedial program is formally concluded. Tutoring records from the laboratory indicate that these students continue to seek assistance on into their 3rd and 4th semesters as they need it. They have learned to ask for help -- a milestone with remedial students.

The re-enrollment pattern for students beginning in the program closely parallels that of regular Wright Students. Thirty-five percent of our regular students re-enroll for their 4th semester compared to 44% of the students in the program. If you assume these students need an extra semester then the 5th semester re-enrollment rate of 34% parallels the 4th semester rate of 35% for the rest of the school. By either figure the students are continuing in a determined conscientious manner.

The remedial program at Wright has provided the small group of high risk students with an excellent program and dedicated teachers. The results indicate that such efforts can aid students in developing the skills needed to survive in college and to reach their goals.

APPENDIX B

RECOMMENDATIONS FOR REMEDIAL PROGRAM DEVELOPMENT FOR FALL 82 SEMESTER

1. Only enough blocks should be offered for which there are qualified teachers and adequate support staff (tutors, counselors, etc.).

2. All blocks should include the common core of Reading 99 and English 100. In addition, daytime blocks should include a common third course for all 25 students in a Reading/English block. Recommended third courses include Math 95, Social Science 88 or 105, Speech 100, or an appropriate Physical Education course.

3. All blocks should include a counseling component, either in the form a Counseling 101 course or a series of required counseling sessions with appropriate resource people. These courses should emphasize study habits, test-taking skills, career planning, and appropriate human development topics.

4. The fourth completer course of daytime blocks may be selected from the list of common third courses or from another set of courses that are not reading intensive. (Some examples of reading intensive courses that appeared in Fall 81 programs were Data Processing 101, Business 111, and various theory-heavy vo-tech courses). The range of course options should be limited as should the particular teachers of the courses.

5. Placement into the blocks should be the result of both a reading and writing placement test, supplemented by a math test whenever the blocks contain math courses. Students who test out of one or the other remedial course should not be placed in a block. Independent sections of reading and writing remedial courses should exist to serve these students.

6. All reading and writing placement should be verified by a follow-up test, either at registration or during the first week of the term. Revisions should be made into the next appropriate level of course(s).

7. Obvious EMH and other impaired learning students should be referred to an appropriate campus resource person for counseling out of the program. Great care should be exercised in making such a designation of a student, but the drain on staff time to try to provide service to such a student within the existing CCC curricula and resource availability is so great as to warrant the effort. One of the specific jobs of the Program Coordinator is to obtain records on the remedial program students as near to the beginning of the semester as possible and to share any pertinent information with the instructors in the program to assist them in making appropriate referrals and program revisions.

8. Specially designated tutors and other support staff should be available to work primarily with block students through the resources of the DSG programs on each campus. Students should receive regular tutoring and counseling as part of their commitment to the programs--at least 8 hours of tutoring per semester. If possible, student schedules should be planned with at least one hour between classes for tutoring.

9. Registration entry into the block programs must be controlled, and the integrity of the blocks must be maintained. This can only be accomplished through a cooperative effort among several agencies of the colleges--departments, counselors, registrar, Vice President for Instructional Services, and financial aid office. Appropriate check stations, SPAS controls, informed faculty advisers, teacher programming sheets with blocks removed or specially designated are all efforts some of the campuses have used to ensure the integrity of the blocks.

10. As part of faculty advisement program, students in the blocks should be assigned to their block teachers as advisees. If the Program Coordinator is a faculty member, he or she should help to arrange the assignment of block students to the appropriate faculty.

11. Whenever possible, the Reading 99 and English 100 courses in the same block should be taught by the same faculty member. Results at Loop and Wright were particularly good when this was done.

12. Every attempt should be made to provide 48 hour turn-around for the issuance of book vouchers for BEOG-qualified students so they may begin the semester with their books. One campus took as long as six weeks to provide the vouchers while another provided same day service. Collection of voucher money has been uniformly high throughout the system, so there is no financial reason not to provide quick service.

13. All students in the program should receive course planning and pre-registration assistance from appropriate program staff (coordinator, teachers, counselors, etc.). Every effort should be made to provide a highly-structured second semester program for the remedial students, ideally including blocks centered around Reading 125, English 103, and other appropriate completer courses (the In/Lighthouse model). It is the job of the Program Coordinator to ensure that remedial students are counseled appropriately for the second semester and that there are appropriate courses available in the next semester's program for the students to enter. Again, a intra-campus cooperative effort is needed, with key people being the Program Coordinator, Vice President for Instructional Services, and Deans. Department chairpersons can also be helpful in providing an effective spread of classes and desirable teachers.

14. Records should be kept in each program by the Program Coordinator or his/her designee. These should include student placement test scores, attendance records, periodic progress reports provided by each block's team of instructors (a natural device for bringing the block members together to discuss their students' progress and problems), counseling/registration recommendations, and end-of-term results (specifically, pre/post-test scores, earned credit rate, successful completion rate, and actual reenrollments).

15. Working with the highest-risk students is a particularly stressful activity, and administration should take every opportunity to acknowledge the quality of work done by both teacher and staff. Also, it doesn't hurt to let the students know that their effort is appreciated.

DEB: 3-1-82

APPENDIX C

City
Colleges of
Chicago

185 NORTH WABASH AVENUE, CHICAGO, ILLINOIS 60601 AREA CODE: 312-977-2746

October 12, 1982

TO: All College Presidents

ATTENTION: Vice Presidents for Faculty and Instruction

FROM: Don Barshis, Executive Director of C.I.T.L.

SUBJECT: Remedial Program for Spring 1983

Dr. Chausow asked me to write you in an attempt to bring some consistency and provide some direction in the planning for your Spring 1983 remedial block programs. As you know, the Chancellor has indicated that we will move to a position of mandatory block programs for all full-time students testing into the college with some kind of academic deficiency, whether in communication skills or math, by the fall of 1983. The first stage for Spring 83 will have us offering block programs for all full-time students reading below the 7th grade level. Students should also be assessed in writing and math skills, and their scores should determine placement into block courses in writing and math.

The two major issues that need clarifying are the possibilities of definitions for block programming and the kinds of courses that should be included in the blocks. On the first point, I can see two possible approaches to block programming, each with certain strengths and weaknesses. The first is the strict interpretation of block to mean four courses taken by the same 25 to 29 students. For example, students might register for Reading 99, English 100, Math 89, and Social Science 88 in the A,C,B,, and D patterns. The advantages of such an arrangement are focusing of teaching effort by all 4 teachers on the same 25 students; focusing of support services on the same students, and relative ease of data gathering on the students. The major disadvantage is limitation of programming flexibility to accommodate students' needs and interests. You are limited in what you can offer by your "guesstimate" of student needs prior to ever seeing them when you're faced with designing the blocks. You also need to have academic support services available to focus on the blocks. The second approach to block programming involves creating a number of Reading 99/ English 100 blocks and designating a number of appropriate courses or specific sections of courses as completer units for the communications core. For example, you may create 6 Reading 99/English 100 pairs and designate 2 Math 89's, 1 Speech 100, 2 Social Science 88's, 1 section of Business 117, 1 Humanities 100, 1 Math 103, 2 Physical Education 121, and 2 Business 100's as completer sections. The student who tests into the program can build a schedule around a section of communications out of the remaining pieces. Such an approach affords you greater flexibility in your programming to meet individual student needs at the expense of tightly controlled 4 course blocks with all the focused services and attention throughout all 4 courses.

• Our experience during the first year's experimentation with the remedial program has showed that the completer courses, with few exceptions, should be at a level consistent with the communications courses. Thus, a list of appropriate completer courses would include the following: any Art skills course, including Communications Media 161 (photography); Business 100 or 117; Biology 100; Child Development 100; Humanities 100 (pending ICCB approval); Math 89 or 103; Physical

Education 121 or other appropriate section; Social Science 88 (new curriculum has been sent to Social Science chairs); and Speech 100. This array of offerings allows for both general education and various vocational programs to be represented at this first level of entry for our highest risk students. It provides them with appropriate level curricula within which to work on their basic communications deficiencies. Every effort should be made both locally and centrally to encourage and provide resources for teachers to work together on the common problems of the students in the remedial block. One specific task facing the academic administrators at the colleges is to provide the leadership necessary to convince faculty to set common objectives that can be measured and certified for all students in remedial program courses. Ideally, those outcome measures should correspond to the entrance expectations or criteria for those courses at the "special assistance" level. This linking of courses at the different levels is crucial for the two remedial communications courses and their next level equivalents.

As Dr. Chausow and I visit each campus in the next several weeks to review your plans for the Spring 1983 remedial program, we would appreciate hearing from you what version of the remedial program block and which completer courses you will be using. Also, we would like to hear your plans for handling the registration of students into the program, methods of assessment and placement you'll be using to ensure proper matching of students to curricula, and the kinds of support services--including counseling and orientation--that you'll provide for students in the blocks. Please take a few moments as well to determine what kinds of assistance the Center might provide for you, either in in-service efforts or research, to help create a successful program for your college.

cc: Dr. Hymen Chausow

APPENDIX D

City
Colleges of
Chicago

30 EAST LAKE STREET, CHICAGO, ILLINOIS 60601 AREA CODE 312-781-9330

Center for the
Improvement
of Teaching
and Learning

May 24, 1983

TO: All College Presidents

ATTENTION: Vice Presidents for Faculty and Instruction
Deans of Instruction
Department Chairpersons
Counselors
Coordinators of Remedial/Development Programs
President of FCCC

FROM: Don Barshis, Executive Director

APPROVED: Dr. Hymen Chausow, Executive Vice Chancellor for Academic Affairs

SUBJECT: Revised Guidelines for Academic Year 1983 Developmental Education Program

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On March 4, 1983, I issued a set of guidelines designed to systematize our developmental education program efforts in the areas of assessment, placement, curriculum, and support services. The guidelines were to have begun in the Fall 1983 term. We have decided, for a number of reasons, to defer full implementation of that program for one year as we conduct specific research on issues like placement cut-off scores and student achievement in relation to reading levels of course materials. We also need to develop new curriculum; devise alternate forms of academic support service in these times of budget cutbacks; and enlist the full cooperation of faculty, support staff, administration, and students (where feasible) to design the most effective developmental program possible for Fall, 1984 system-wide implementation. In the meantime, we will continue with a number of programs and services that have proven themselves, experiment with new approaches to meet the developmental needs of our students, and collect data so that we may document all our findings and build our program on a sound factual base. Thus, I've prepared a revised set of guidelines for this coming 1983 experimental year. My intent is to establish common program elements in our developmental efforts during 1983, direct our data gathering activities, and identify those problems areas that need our combined energies to correct.

Assessment and Placement

1. We will continue with the requirement that all new students wishing to take six or more hours or any student wishing to take a course for which there is a placement test, language, or math prerequisite must be properly assessed. Minimum assessment for new students includes placement testing in reading and writing, with math testing for all students expecting to enter the math sequence or a program requiring math competency. If a college wishes to tighten this requirement to include more students or to require math testing of all new students, it is free to do so. Accurate records on SPAS should be kept of student placement test scores. Colleges should also ensure that the best possible testing conditions are present during each period of registration, including late registration. Test-givers -- whether faculty, counselors, or project staff -- should be trained and knowledgeable about the examination, and the security of testing materials should be assured.

2. We also will continue to use reading grade levels to determine placement into the different levels of reading courses, though there is a change in both the cut-off scores used and the curriculum. Because of the conflicting data on student achievement relative to initial reading level, we have decided to allow a one grade variation at the entry level of Reading 99, thus making the entry reading level grades 4.0 to 6.9 on the California Reading Test (Form 19C, 1977 Edition). We also recommend that the college give a non-timed reading test to all students reading below the 4th grade on the California. We have provided the colleges with sufficient copies of the Gates-McGinitie Test, a non-timed reading test used with good results by Wright College. The purpose of the non-timed test is to corroborate or correct the initial placement recommendation for reading and to assure that costly or unnecessary revisions can be eliminated. Reading grade levels will be used to place students in the appropriate reading course in the sequence: below 4.0 in Reading 001, between 4.0 and 7.0 in Reading 99, and between 7.0 and 10.0 in Reading 125. Reading 126 will be reserved for students reading at or above the 10th grade level and is a college transferable course.

While writing and math placement instruments currently in use by CCC do not discriminate according to grade level, they have proven reliable (according to their respective department chairpersons) in placing students in the appropriate course in the writing (English 001, 98, and 100) or math (001, 89, and 100) sequence at the developmental level. (Note: English 103 and Math 103 are no longer in use.) Along with the reading tests, the colleges should use both an English (writing) test and a math test -- both with proven reliability -- in placing students in the writing and math sequences. Scores on a reading test alone should not be the sole basis for assigning people to writing and math levels, even though there is often a correlation between reading and other placement test scores.

If, after careful assessment, misplacement of students still occurs, each college should have provisions for <u>early</u> revision of misplaced students into the appropriate curricula.

3. In our previous set of guidelines, students testing below the 5th grade in reading (and at similar levels in writing and math) would begin their CCC education in a special set of experimental courses taught by CUSI at each of the colleges. We have revised our recommendations in light of the difficulties students would face in receiving financial aid for those CUSI-taught courses to bring this experimental program back to the colleges, to set the placement level at below 4th grade reading level (with appropriate levels in writing and math), and to develop curriculum and methodology to recognize that these are students who have had twelve years of formal schooling that have had little appreciable effect in preparing the students for post-secondary education. Faculty who choose to work in this program and are recommended by their local administration will be given special assignments and will not, therefore, be subject to "bumping" by faculty with higher seniority. These faculty will also receive support to develop effective curricula and teaching methodology and will make use of new instructional technology, such as the AVT systems furnished by the Public Building Commission at several of the colleges. The challenge of working with colleagues to develop effective learning experiences for a group of students ill-served by their formal public education to date will be hard to meet, but intrinsically satisfying for serious education professionals. Our commitment to serve these students with our college resources is a major reason for the return of a significant number of our RIF'd faculty in English, and we look for a corresponding increase of commitment from our faculty to warrant our decision.

4. Students entering without high school completion should register at CUSI, except for those students who can meet the requirements for courses and programs available at the colleges and who are approved for entry by the local President.

5. The assessment and placement of ESL students is being worked on by the joint efforts of CCC English Department chairpersons and the specially trained ESL Program Coordinators and faculty at Loop and Truman Colleges. All ESL students who have not completed high school or its equivalent are to be referred to CUSI's ESL Program.

6. The completion of programs for students who are taking developmental courses in communications (and mathematics) should be governed by at least three key principles: a. Student Program Interest -- Counselors and advisors should question students as to their interest and use appropriate level courses directly in the interest area or clearly related to that area as principal choices: b. Course Prerequisites -- Courses with higher language prerequisites than the level of the developmental communications course that student has placed into are inappropriate completer courses for the student's program (e.g. Data Processing 101 and Psychology 201 have English 101 qualification). This gets more complicated with 200 level courses such as Humanities 201, Business 211, and Sociology 201 which have no language prerequisite but which are intended as advanced level or sophomore courses because of their difficult reading levels and/or writing expectations. These kinds of courses are not appropriate for developmental reading and writing students; c. Reading and Writing Intensiveness -- Courses in which students are required to read difficult materials and write sophisticated

reports or research papers are also not appropriate for program completion for students enrolled in Reading 001, 99, and 125 or English 001, 98, and 100. Some colleges have had success with developing new curricula or revising existing curricula in courses such as Social Science 88 and 105, Humanities 100 and 107, Business 100 and 110, Child Development 100, and Biology 100 to match the reading and writing curricula at the developmental level.

We recommend that special faculty counselors and advisors who are familiar with the skill levels of developmental students and the various curricula handle the registration advisement of developmental students, especially those who test below 7th grade in reading, in order to ensure preparation of the most effective student programs. Good academic judgment must determine the propriety of course options for developmental studies students so that we give every one of our students the right to succeed rather than to fail.

Finally, the academic administration at the colleges must oversee the implementation of CCC policy on the use of the "Consent of Chairperson" override. Written conditions under which the "CC" may be used should be on file at the college, and any exceptions should be approved by the Vice President for Faculty and Instruction or his/her designee.

Experimentation

The 1983-84 Academic Year will be devoted to productive research and experimentation on developmental education programming and curricula. We need to assess the effectiveness of these curricula, develop and modify courses where needed, continue our review of course prerequisites--especially from the perspective of communication skills needed for entry, and open lines of communication about the program and its results to all involved parties of the City Colleges. When the program is thoroughly researched and properly formulated, it will begin formally throughout the Colleges. Our planning date for implementation is Fall 1984.

The principal areas of research and experimentation are as follows:

1. Program Design. The Colleges can experiment with a number of approaches to serving the needs of developmental students. They can continue the successful programming approach that integrates communications core courses with appropriate completer courses into effective pre-designed 4-course programs. The main advantages of this approach are the combination of curricula and teacher interaction to address common student problems and provision of a focus for academic support services in a year of major cutbacks in the Colleges' Disadvantaged Student Grant allocations. Colleges might also develop innovative interdisciplinary programs that use writing and reading across the curriculum approaches to improve student learning outcomes. Faculty on special assignments can create and deliver effective individualized or lab approaches to developmental learning, especially at those schools that have recently received AVT Individualized Learning Lab programs (TR, OH, LO and DA).

2. Curriculum. New curriculum needs to be developed for the following courses--Developmental Reading 001 (for below 4th grade readers), English 001 (for students writing at a level below English 98), Speech 001 (for students working below the entry level expectations of Speech 100), Business 100, Humanities 100 (the objectives and recommended texts have been developed already; specific course outlines still must be formulated), and Math 001 and 89. Further curriculum development is needed in college transfer courses that have been used with some success to complete programs centered around Reading 125/English 100 (formerly 103)--Social Science 105, Humanities 107, and Business 110. Also major rethinking/reworking of curricula in ESL is needed.

3. Data-gathering. We need to know how well our college faculty can serve students who test below the 4th grade in reading. Also, can students reading between the 4th and 5th grade levels succeed in the Reading 99/English 98 core plus additional non-reading/writing intensive courses? Similarly, can students reading between 9th and 10th grade succeed in general ed courses when compared with students who take less reading intensive elective courses to complete their programs? To all of these ends, we recommend that each of the colleges set up a procedure for identifying students by their reading grade levels and studying their performance in the various programs for which they are registered, CITL will work with the colleges to establish some common procedures for the reporting of data, so that we will have a basis for recommending cut-off scores to govern placement in the Fall 84 term.

4. Academic Support Services. With budget cutbacks on DSG-funded academic support services, each college must set its priorities for the scarce dollars that will be made available to each college. Obviously, tutoring and counseling assistance should have the highest priority. Other college resources, whether work-study money, volunteer efforts, creative packaging of faculty advisement hours, adult education workshops, and the like, should be utilized. Faculty might choose to assume the burden for testing, orientation, and tutoring/lab assistance at those colleges where much of that responsibility has been borne by project personnel. The more creative a college can be in defining and addressing its support service needs, the better our students will be served. If additional monies become available, we will recommend a high priority for support services. In the meanwhile, we have to work together to meet our students' need for supplemental help. Forty-eight new PLATO units are being made available, and, as mentioned, several of the colleges are acquiring effective learning resource aids through Public Building Commission-funded AVT Learning Lab equipment and software.

In our efforts to investigate, document, and recommend an educational program that has both the support of our college community and the best educational interests of our students at its heart, we need to work together during this next year to reach consensus on that program's design. Let the coming academic year be a time for such an effort. All of us will benefit.

APPENDIX E

City
Colleges of
Chicago

30 EAST LAKE STREET, CHICAGO, ILLINOIS 60601 AREA CODE 312 984 3111

Center for the
Improvement of
Teaching and Learning

January 3, 1983

TO: All College Presidents

ATTENTION: Vice Presidents for Faculty and Instruction
Faculty Developmental Program Coordinators

FROM: Don Barshis, Executive Director

SUBJECT: Data Collection Form for Fall 1983 Developmental Education Courses and Programs

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I have attached a copy of a form we have developed at CITL (with advice from Drs. Chausow and Moughamian) to enable you to record significant information on your Fall 1983 developmental education effort at your college. This form will enable us to accomplish several objectives in this 1983-84 year of experimentation on remedial/developmental education in the City Colleges of Chicago:

1. to assess the effectiveness of both individual developmental education courses and various approaches to comprehensive developmental education programs currently operating at the City Colleges of Chicago;

2. to enable us collectively to identify the most successful elements in our developmental education effort so that we may construct the best program for full implementation at the City Colleges in Fall, 1984;

3. to provide information to faculty, students, and community on the effectiveness of our developmental ed approaches which will enable us to remove the stigma of remedial and developmental as a "dead-end" educational experience for students;

4. to provide an efficient management evaluation tool for local college faculty and administration to assess the worth of an educational program.

I have asked that each college complete the form and return it to me by February 15, 1984. Ideally, the faculty developmental ed coordinator should oversee the completion of the form and submit it to the local college Vice President for Faculty and Instruction for approval. Your college may choose an alternate approach to completing the form for us. We will send you a Spring version of the form with recommended completion dates for each part in the next several weeks. Our Research office at CITL is working on a technique for using SPAS data centrally to complete various parts of the form for you. This will be incorporated into the Spring version of the form. If you need any assistance or have any questions on this form, don't hesitate to call me at 984-3175. Thank you for your cooperation.

DB:PT
Enc.

DATA COLLECTION FORM--REMEDIAL/DEVELOPMENTAL EDUCATION
PROGRAM--CITY COLLEGES OF CHICAGO--FALL 1983 SEMESTER

COLLEGE_____

PERSON COMPLETING DATA COLLECTION FORM_____

ADMINISTRATOR APPROVING DATA COLLECTION FORM_____

COURSE AND PROGRAM ENROLLMENT DATA

1. Provide unduplicated headcount of students enrolled in one or more developmental courses at your college.

   _____ If data is not retrievable, please make provisions to collect such data for Spring 1984 term.

2. Provide unduplicated headcount of students enrolled in your college's developmental education program. A developmental education program is more than a collection of remedial/developmental courses; the program includes courses and support services, exhibits design features such as goals/objectives or mission statements, makes some effort to select staff, and has evaluation procedures built in.

   _____

3. Remedial/Developmental courses offered: (use back of this page if more space is needed.)

Course Title and Number	# of Sections	Total Course Enrollment (10th day lists)

4. If applicable, briefly describe your current developmental education program, emphasizing both skill and completer courses, packaging of courses, attendant support services, faculty selection, and any governing goals/objectives or mission statements. Use additional pages, if necessary, to complete this question.

ASSESSMENT/PLACEMENT (complete if information is available; if not, please collect for Spring 84 term.)

5. Provide number of placement tests given during Fall 83 (including mini) term.

   Reading_____
   Writing_____
   Math _____
   ESL _____
   Other _____
   (Please specify.) _____

6. Provide number of students recommended for developmental/remedial courses.

   Reading_____ Writing_____ Math_____ ESL_____

7. Briefly describe your assessment/placement process: indicate who at your college is tested, what testing procedures are followed (i.e., do all students receive each test? difference between full-time students and part-timers, regular and late registrants?), which tests are given, what are your cut-off scores and how are they determined, what steps are taken to ensure students are actually placed in the course their assessment recommends, how do you distinguish between students placed in developmental courses and (if you have one) your developmental program, and what problems you've encountered in assessment/placement along with what you're doing to solve them.

   Use the back of this form or additional pages if needed.

ACADEMIC SUPPORT SERVICES

8. Briefly describe the tutoring, counseling, and other academic support services available to your college's developmental students. Be certain to distinguish between services attending your developmental courses from those in your developmental program.

9. Are your academic support services adequate for your college's needs? If not, what would you recommend (remembering to observe budget realities) to improve the quality and quantity of these services?

10. Describe if and how PLATO and/or AVT resources (if available at your college) are being used to augment your developmental ed program efforts.

BEST COPY AVAILABLE

FACULTY SELECTION AND TRAINING/ORIENTATION

11. Briefly describe how faculty are selected to teach courses at the different levels of your college's developmental ed curricula.

12. Does your college provide any kind of initial orientation to or ongoing training for teaching developmental ed students? If not, what recommendations would you make in this area?

13. Do you have any procedure for discouraging faculty who have been, in your judgment, unsuccessful with developmental students from continuing in the courses or program? If not, what recommendations would you make in this area?

14. What interactions among teachers from different disciplines involved in your college's developmental ed effort exist (i.e., do faculty teaching the same group of students meet regularly? are there cross-department discussions of developmental ed issues?) What recommendations would you make in this area?

DEVELOPMENTAL EDUCATION STUDENT ACHIEVEMENT

15. Are exit competencies or post-testing used in any way to determine final grades in any of your developmental courses? If not, what are the principal reasons, in your judgment, why? Do you have any recommendations on how such quantifiable achievement measures might be incorporated into your college's efforts?

16. Please prepare and attach to this form the following:

    a. Class lists (with student names and SS numbers) for all your Fall 83 developmental classes. This list should be easily retrievable from SPAS BEFORE THE BEGINNING OF THE SPRING 84 TERM. We will compute the various achievement rates (ECR's, SCR's, etc.) for these classes and furnish you with the results. These class lists will also allow us to conduct some longitudinal studies on student persistence and achievement.

    b. A chart listing the Fall 83 GPA's for all students enrolled in the one or more levels of your college's developmental program.

    c. (If available) The percentage of reenrollment from Fall 83 to Spring 84 of students enrolled in your Fall 83 developmental education program(s). Include ESL enrollments if appropriate to your college.

You may add any other information, examples of materials, or pertinent comments on separate sheets and attach them to this form. Please return the completed form to Don Barshis, CITL, 30 E. Lake, Chicago, IL 60601, no later than February 15, 1984.

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The Academic Skills Program

. . . at Loop College

What Is The Academic Skills Program?

A special one-semester program of basic skills courses and support services to help students succeed in college.

Who Qualifies?

Any new student who scores below the seventh grade level on a reading test given during orientation. There are programs for day or evening students.

What Courses Will I Take?

Every student takes:

Reading 099. A lot of reading and studying of basic vocabulary, both in and out of class.

Composition 098. Plenty of writing and rewriting, plus a review of basic sentence structure, correct word usage, capitalization, spelling and punctuation.

Counseling 101. Group and individual counseling on careers, goals, motivation, study habits and skills.

Day students will also take:

Social Science 088. Reading of newspapers, magazines and other sources of information to increase your understanding of current events, social problems and political issues.

Students who wish to be full-time will be able to take additional courses, such as typing, speech (Speech 100: Introduction to Oral Communication), math (Math 089: Arithmetic Skills, or Math 100: Fundamentals of Arithmetic & Algebra), business (Business 100: Business Arithmetic Skills) or child development (Child Development 100: Readings in Human Development).

(Cont)

Are These Regular College-Credit Courses?

No. Although all Academic Skills Program courses are taught by regular Loop College faculty, they are "developmental," and cannot be used as credit toward a college degree. Some of the "added" courses, however, are college-credit.

Why Should I Take These Courses?

Because students who do not read well often fail or drop out of college. We do not want this to happen to you.

What Are The Special Support Services?

Throughout the semester you'll work with a specially assigned tutor, by yourself and in a group. You'll also be taught to use special learning materials in the Academic Support Center.

What Happens At The End Of The Program?

To "graduate" from the Academic Skills Program, you will need a recommendation from the teachers in your group and a "C" or better in Reading 099 and Composition 098. Most graduates advance to the Individual Needs (IN) Program; a few may move directly into a Loop College degree program.

Can I Get Financial Aid?

Yes. You are eligible to apply for Federal and state grants, and money you receive now will be in addition to anything you might need later in your college career.

How Do I Find Out More Information?

The director of the Academic Skills Program is Professor Robert Thiersch.

You may contact him:

English Department
Loop College, Room 602
984-2822

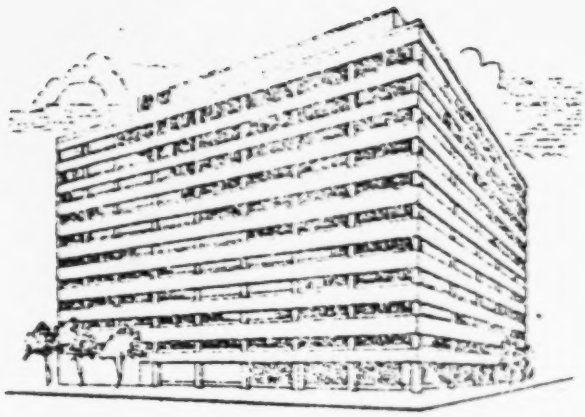
OR you may contact:

Academic Support Center
Loop College, Room 623
984-2817

LOOP COLLEGE
30 EAST LAKE STREET CHICAGO, ILLINOIS 60601
781-9430
One of the City Colleges of Chicago

The Individual Needs Program (IN)

. . . at Loop College



A special one-semester program of beginning courses and support services to help students succeed in college.

What Is The IN Program?

Any new student required to take Reading 125 or English 100 based on placement tests given during orientation.

What Courses Will I Take?

Full-time day students normally take:

Reading 125. A course for students who need to improve their reading skills.

English 100. A course for students who need to improve their writing skills before taking English 101 (which is required for most college programs)

Social Science 105. An introduction to the study of society.

Counseling 101. Group and individual counseling on careers, goals, motivation, study habits and skills. (Orientation: meets once a week.)

One additional course, selected with the help of the IN Program faculty and staff.

Part-time or evening students take:

Reading 125.
English 100.
Counseling 101.

In special circumstances the staff may give you a somewhat different program.

Are These Regular College-Credit Courses? All except English 100.

Why Should I Take These Courses?

Because your placement test scores say that you are likely to have trouble with many college courses. The IN Program gives you courses you can succeed in, and gives you the extra help you need.

What Are The Special Support Services?

Throughout the semester you'll work with tutors and use special learning materials in the Academic Support Center.

What Happens At The End Of The Program?

The program lasts for one semester. Afterwards you will be able to take courses in the regular Loop College degree programs. However, your IN Program instructors will help you choose the courses for your second semester, and you may also continue to use the tutoring services of the Academic Support Center.

Can I Get Financial Aid?

Yes, you will be eligible to apply for Federal and state grants. Check with the Loop College Financial Aid Office NOW.

How Do I Find Out More Information?

The faculty coordinator for the IN Program is Professor Terence Belshaw.

You may contact him: English Department
Loop College, Room 602 (984-2822)

OR you may contact: Academic Support Center
Loop College, Room 623 (984-2817)

COLLEGE
30 EAST LAKE STREET CHICAGO, ILLINOIS 60601
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ERIC Clearinghouse for Junior Colleges OCT 16 1987